

# School Report Card - Hanover High

## Hanover High (01220505)

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### Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

### Mission Statement:

The mission of the Hanover Public Schools is to guide each and every student to thrive in a global society.

<b>Enrollment (2002-2003)</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
<b>Race/Ethnicity</b>			
White	98.3 %	97.7 %	75.1 %
African-American	0.7 %	0.7 %	8.8 %
Hispanic	0.1 %	0.4 %	11.2 %
Asian	0.9 %	1.2 %	4.6 %
Native American	0.0 %	0.0 %	0.3 %
<b>Gender</b>			
Male	47.1 %	50.5 %	51.5 %
Female	52.9 %	49.5 %	48.6 %
<b>Selected Population Enrollment</b>			
Limited English Proficiency	0.0 %	0.0 %	5.3 %
Low-income	2.7 %	2.5 %	26.2 %
Special Education	17.7 %	17.8 %	15.2 %
Migrant	0.0 %	0.0 %	0.2 %
<b>TOTAL COUNT</b>	<b>705</b>	<b>2,729</b>	<b>982,152</b>

**Grades Offered:** 09, 10, 11, 12

**2000-2001 Dropout Rate, Gr. 9-12:** 1.3%

**Percent of teachers licensed:** 100%

**Percent of core academic classes taught by highly qualified teachers:** 98.4%

School Report Card - Hanover High  
Grade 10 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	157	100	41	51	8	0
Disabled	22	100	0	41	41	18
Limited English Proficient	1	100				
<b>GENDER</b>						
Female	96	100	40	49	7	4
Male	84	100	32	50	17	1
<b>RACE/ETHNICITY</b>						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Mixed or Other	4	100				
White	173	100	36	50	12	2
<b>ALL STUDENTS</b>						
2002	180	100	36	49	12	3
2001	162	99	25	49	20	6
<b>DISTRICT</b>						
2002	180	100	36	49	12	3
2001	162	99	25	49	20	6
<b>STATE</b>						
2002	65669	96	20	40	27	13
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
10	ELA	80.7	+ 2.8	91.7	Very High	Above Target	Y	Y	Y	Y
10	MTH	65.0	+ 5.0	85.4	High	Above Target	Y	Y	Y	Y



# School Report Card - Hanover High

## Grade 10 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	157	100	32	41	24	3
Disabled	22	100	0	55	23	23
Limited English Proficient	1	100				
<b>GENDER</b>						
Female	96	100	29	42	21	8
Male	84	100	26	44	27	2
<b>RACE/ETHNICITY</b>						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Mixed or Other	4	100				
White	173	100	28	41	25	6
<b>ALL STUDENTS</b>						
2002	180	100	28	43	24	6
2001	162	99	23	33	40	5
<b>DISTRICT</b>						
2002	180	100	28	43	24	6
2001	162	99	23	33	40	5
<b>STATE</b>						
2002	66674	97	20	24	31	25
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
10	ELA	80.7	+ 2.8	91.7	Very High	Above Target	Y	Y	Y	Y
10	MTH	65.0	+ 5.0	85.4	High	Above Target	Y	Y	Y	Y



## Data Definitions

### Enrollment

**Limited English Proficient:** are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

**Low Income:** An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

### Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

### Percentage of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

### MCAS Student Status:

**Regular:** Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities:** Students who have an individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient:** They are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

### Race/Ethnicity:

This data is collected on the MCAS test, and is collected differently than in the enrollment statistics. Students have the option on the MCAS of selecting more than one racial/ethnicity descriptor, and "other" is an option.

**Eligible for F/RP Lunch:** Students eligible for free or reduced price lunch.

### Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### **Adequate Yearly Progress Performance (School)**

Information on the DOE's school performance rating process can be found at <http://www.doe.mass.edu/ata/sda.html#sprp>.

**Base PI** - The cycle II **baseline proficiency index**. This measure is based on the 1999 and 2000 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Imp. Target** - The school's **improvement target** is the proficiency index points needed, every two years, to close the gap between the baseline and the NCLB goal of all students proficient by 2014.

**Cycle II PI** - The cycle II **proficiency index**. This measure is based on the 2001 and 2002 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Perf. Rating** - The **performance rating** is based on the cycle II PI. The six ratings are Very High, High, Moderate, Low, Very Low, and Critically Low.

**Imp. Rating** - The **improvement rating** is based on the actual change in the proficiency index, from the baseline to the end of the cycle, compared to the improvement target. The five ratings are Above Target, On Target, Improved Below Target, No Change, and Declined.

**AYP** - A determination of whether the school has made "adequate yearly progress".